



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Historical, Philosophical and Religious Studies Department History

Subject HST Number 304 Title Studies in European History Units: 3

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____
Course description: _____

Requested designation: Historical Awareness-H

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Cindy Baade Phone 5-7183

Mail code 4302 E-mail: cynthia.baade@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Matthew J. Garcia Date: 2/17/15

Chair/Director (Signature):

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	syllabus, toc, assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	syllabus, toc, assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	syllabus, toc, assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	syllabus, toc, assignments
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HST	304	Migration in Modern Europe	H,

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The entire course is devoted to studying the history of migration in modern Europe	Syllabus: Weeks 2-16; assignments: see for example Torpey paper; reading: see for example Torpey
2	The course examines migration as a process influenced by multiple, historically-specific factors; similarly, it examines the integration of migrants as a multi-dimensional historical process	Syllabus: see for example Weeks 3-4 and 13-16; assignments: see for example response paper 2; reading: see for example Lucassen
3	The course examines how states changed their attitudes and policies towards migrants over the course of the 19th and 20th centuries	Syllabus: see in particular Weeks 7-8; assignments: see for example Torpey paper; reading: see Torpey
4	The course examines specific controversies around migration in their broader historical context.	Syllabus: see Weeks 12 and 16; assignment: Headscarf Debate paper

HST 304 **Studies in European History**

3 SB & H

Specialized topics in European history. Explores countries, cultures, and issues in history, and their interpretation in historical scholarship.

Allow multiple

Primary course

enrollments: Yes

component: Lecture

Repeatable for credit: Yes

Grading method: Student Option

Offered by: College of Liberal Arts and Sciences -- Historical, Philosophical & Religious Studies, Sch

Pre-requisites: ENG 102, 105 or 108 with C or better; Minimum 30 hours

HST 304: Migration in Modern European History Spring 2015 (Schedule Line #26666)

Prof. Anna Holian
M W, 12-1:15 PM
Tempe CDS 15

Office: Coor 4540
Office Hours: M 4:30-6:30 PM
Phone: (480) 727-9083
E-mail: anna.holian@asu.edu

COURSE DESCRIPTION

1
4
2, 3
Migration has always been a fundamental component of human history. Nonetheless, historians have been slow to turn their attention to migratory processes, tending to view individuals as inherently sedentary. This course examines the role that migration and mobility have played in European history from the French Revolution to the present. It considers how both immigration and emigration have transformed European societies in the modern era. Primary emphasis will be placed on the period from the second half of the nineteenth century to the present. We will consider different kinds of voluntary migration, including local, circular, chain, and career; we will also look at forced migrations, a major feature of the twentieth century. We will examine the forces that encourage migration and the barriers to movement that Europeans have encountered. We will seek to understand migration from multiple perspective, including those of migrants, host societies, and states.

Class sessions are a combination of lecture and discussion. Please note that discussion is a major component of the course and will be graded accordingly (see below).

There is a Blackboard website for this course at <http://myasucourses.asu.edu>.

COURSE REQUIREMENTS

You are expected to:

- attend class regularly
- complete all readings on time
- bring the readings to class with you
- participate in class discussions
- complete all assignments on time

Your final grade will be based on attendance, discussion, and written assignments. Your grade for discussion will be based on both the frequency and the quality of your contributions to discussion, including small group discussion (see rubric below). Written assignments include five short response papers and five longer papers. All assignments will be posted on the course website. Unless otherwise noted, they are due in hard copy in class on the dates listed below. If you cannot attend class on the day an assignment is due, you may submit it by email as a temporary place holder, but it will not be graded until a hard copy has been turned in. In other words, only hard copies count. All assignments will be marked down 1% for each weekday they are late (weekends excluded). Extensions will only be given in exceptional circumstances such as documented medical or family emergencies. NO PAPERS WILL BE ACCEPTED AFTER FRIDAY, MAY 1.

In addition to regular class sessions, there will be two film screenings. Each screening will replace one regular class session. Screenings will begin at 12 PM and will continue until the completion of the film. Run times are listed in the schedule. If you cannot stay until the end of a screening, you may view the rest of the film on reserve at Hayden Library. You may also skip the screening and watch the film on your own. If you miss part or all of a screening, you must provide documentation that you saw the film (library checkout slip, rental receipt, etc.); this will ensure that you are not marked as absent on the attendance sheet for that day.

Attendance is calculated separately from discussion. You are allowed three unexcused absences for the semester. More than three unexcused absences will result in a grade reduction of 3%. Students who do not come to class with the appropriate readings will automatically be marked absent. If you must miss class because of a medical or family emergency, I can also grant you an excused absence; however, you will need to provide documentation. You are expected to arrive and leave on time. If you are going to be more than 10 minutes late, do not come to class. If you have to leave early, please notify me before class starts. Please turn off cell phones and pagers before entering the classroom. I do not generally allow students to use their own computers in class. However, I am glad to accommodate students with disabilities who need a computer for note-taking, etc.

I do not tolerate plagiarism and other forms of academic dishonesty (aka cheating). **If you are caught cheating, you will at a minimum receive an E for the assignment and may, depending on the seriousness of the offense, receive an E or XE for the class. In other words, you risk failing the entire course, not just the assignment.** You are expected to familiarize yourself with the concept of plagiarism. A reading on this subject is available on the course website; it will be used as the benchmark against which all assignments will be evaluated. For more information on the university's policy on academic dishonesty, see:
<http://provost.asu.edu/academicintegrity/policy>.

Grades will be calculated as follows:

Discussion participation	25%
Response papers (5 @ 5% each)	25%
Immigrant letters paper	10%
Torpey paper	10%
<u>Crabwalk</u> paper	10%
<u>White Teeth</u> paper	10%
Headscarf debate paper	10%

All grades will be based on the following scale:

A+ = 97-100	C+ = 77-79
A = 94-96	C = 74-76
A- = 90-93	C- = 70-73
B+ = 87-89	D = 60-69
B = 84-86	E = 59 or below
B- = 80-83	

Grades for discussion participation will be based on the following rubric:

- A Regularly offers comments and questions that demonstrate engagement with the reading; participates in group discussions
- B Irregularly offers comments and questions that demonstrate engagement with the reading; participates in group discussions
- C Only answers or poses questions 1-2 times per semester; participates in group discussions
- D Does not answer or pose questions but participates in group discussions
- E Does not participate in any way

READINGS

Readings for the course are a combination of primary and secondary sources. They include four books (see below) and various shorter readings. The books are available for purchase at the ASU bookstore. They will also be on reserve at Hayden Library. All other readings will be available on the Blackboard course website; they are marked "CW" on the schedule. Unless otherwise noted, all readings are required.

Günter Grass, Crabwalk (Orlando, FL: Harcourt, 2002)

Leo Lucassen The Immigrant Threat: The Integration of Old and New Migrants in Western Europe since 1850 (Urbana: University of Illinois Press, 2005)

Zadie Smith, White Teeth (New York: Knopf, 2001)

John Torpey, The Invention of the Passport: Surveillance, Citizenship and the State (Cambridge: Cambridge University Press, 1999)

SCHEDULE

WEEK 1

- | | |
|------------|--|
| January 12 | Introduction to the Course |
| January 14 | Migration Theory: Why Do People Migrate? |
| | Massey et al, "Theories of International Migration" (CW) |

WEEK 2

- | | |
|------------|---|
| January 19 | NO CLASS |
| January 21 | Migration Theory: How Do Migrants Relate to their New Homes? |
| | Glick Schiller, Basch, and Blanc, "From Immigrant to Transmigrant" (CW) |
| | Foner, "What's New about Transnationalism?" (CW) |
| | RESPONSE PAPER #1 DUE |

WEEK 3

January 26 Migration in the Age of Industrialization

Moch, Moving Europeans, 102-43 (CW)

2 January 28 The Immigrant Threat in the 19th Century: England

Lucassen, The Immigrant Threat, Introduction, Chap. 1
Engels, "Irish Immigration" (CW)

WEEK 4

2 February 2 The Immigrant Threat in the 19th Century: Germany

Lucassen, The Immigrant Threat, Chap. 2
Speech by Ludwik Jazdzewski (CW)

2 February 4 The Immigrant Threat in the 19th Century: France

Lucassen, The Immigrant Threat, Chap. 3-4
RESPONSE PAPER #2 DUE

WEEK 5

February 9 From Europe to America: Transatlantic Migration

Film: The Golden Door (dir. Emanuele Crialese, Italy, 2006, 118')

February 11 From Europe to America: Transatlantic Migration

Moch, Moving Europeans, 147-58 (CW)
RESPONSE PAPER #3 DUE

WEEK 6

February 16 From Europe to America: Transatlantic Migration

Letters from German immigrants to the United States: Lenz, Möller (CW)

February 18 From Europe to America: Transatlantic Migration

Letters from German immigrants to the United States: Wiebusch, Winkelmeier (CW)
PAPER ON IMMIGRANT LETTERS DUE

3

WEEK 7

February 23 The State and the Control of Mobility

Torpey, The Invention of the Passport, Introduction, Chap. 1-2

February 25 The State and the Control of Mobility

Torpey, The Invention of the Passport, Chap. 3

3

WEEK 8

March 2 The State and the Control of Mobility

Torpey, The Invention of the Passport, Chap. 4

March 4 The State and the Control of Mobility

Torpey, The Invention of the Passport, Chap. 5, Conclusion
TORPEY PAPER DUE

WEEK 9

March 9 NO CLASS: SPRING BREAK

March 11 NO CLASS: SPRING BREAK

WEEK 10

March 16 Forced Migration: Questions of Definition

Zolberg et al, Escape from Violence, 3-33 (CW)
"Convention Relating to the Status of Refugees" (CW)

March 18 Forced Migration: World War I

Marrus, "The Nansen Era," 51-68, 86-96 (CW)

WEEK 11

March 23 Forced Migration: Refugees from Nazism

Film: The Last Chance (dir. Leopold Lindtberg, Switzerland, 1945, 104')

March 25 Forced Migration: Refugees from Nazism

Kreis, "Swiss Refugee Policy, 1933-1945" (CW)

RESPONSE PAPER #4 DUE

4

WEEK 12

March 30 Forced Migration: Postwar Expulsions

Jankowiak, "Cleansing' Poland of Germans" (CW)
Grass, Crabwalk, 1-102

April 1 Forced Migration: Postwar Expulsions

Grass, Crabwalk, 103-234

PAPER ON CRABWALK DUE

2

WEEK 13

April 6 Postwar Migration: England

Lucassen, The Immigrant Threat, Chap. 5
Powell, "Rivers of Blood" (CW)

April 8 Postwar Migration: England

Smith, White Teeth, 1-217

RESPONSE PAPER #5

2

WEEK 14

April 13 Postwar Migration: England

Smith, White Teeth, 219-339

April 15 Postwar Migration: England

Smith, White Teeth, 341-448

PAPER ON WHITE TEETH DUE

2

WEEK 15

April 20 Postwar Migration: Germany

Lucassen, The Immigrant Threat, Chap. 6

April 22 Postwar Migration: France

Lucassen, The Immigrant Threat, Chap. 7 and Conclusion

2,4

WEEK 16

April 27 Postwar Migration: France

Scott, "Symptomatic Politics" (CW)

Joppke, Veil: Mirror of Identity, Preface and Chap. 2 (CW)

PAPER ON HEADSCARF DEBATE DUE

April 29 The Future of Migration in Europe

Reading TBA

HST 304: Migration in Modern European History
Torpey Paper

Reading:

Torpey, The Invention of the Passport

Based on your reading of the book, answer the following questions. Present your answers in the form of an essay. The essay should be about 4 double-spaced pages. Provide parenthetical citations for quotations and other key references to the text, using the guideline provided for the response papers.

1. How does Torpey approach the study of passports and mobility? How does he differentiate his approach from that of other scholars?

2. What were the major trends in the use of passports and other forms of control over movement during the nineteenth century? Sketch out the general changes during this time period and the situation in Germany more specifically.

3. What were the main trends in passport controls during the late-nineteenth and early-twentieth centuries? Why did countries tighten their controls over movements and develop new ways of identifying people?

4. What were the major trends in the control of movement in Europe during the twentieth century? Identify and briefly outline what you see as the two most important trends.

HST 304: Migration in Modern European History
Response Paper #2

Reading:

Lucassen, The Immigrant Threat, Introduction, Chaps. 1-4

Based on the three case studies Lucassen presents, what were the main factors inhibiting the integration of migrants in Europe in the late nineteenth and early twentieth centuries? In other words, what kinds of perceived "threats" shaped the integration process? How involved was the state in the integration process? Use examples from at least two case studies to illustrate your points.

HST 304: Migration in Modern European History
French Headscarf Debate Paper

Reading:

Scott, "Symptomatic Politics: The Banning of Islamic Head Scarves in French Public Schools"

Joppke, Veil: Mirror of Identity, Preface and Chap. 2

Since the 1980s, religion and gender have become focal points in discussions about immigration in Europe, replacing an earlier emphasis on men and cultural integration. Attention has focused in particular on headscarves and other headcoverings worn by Muslim women. For some, the headscarf is a symbol of the unwillingness of immigrants to integrate into their European host countries and to accept a secular, pluralistic society. For others, the hostility displayed towards women who wear the headscarf, and the concomitant lack of concern about and even privileging of symbols of Christianity, suggests that European societies are themselves intolerant of difference and privilege Christianity over other religions. Muslim women, and non-practicing women from Muslim families, have themselves taken widely different positions on the issue, some protesting and some supporting the headscarf.

Write an essay that addresses the following questions. The essay should be about 4 double-spaced pages. Provide parenthetical citations for quotations and other key references to the text, using the guideline provided for the response papers.

1. Outline each author's main points, focusing on how each author explains the ban on headscarves. What is the ban about? What larger issues in society does it relate to? How far back in time does each author go to explain it?
2. What are the main differences between the three authors, in terms of methodology, primary sources, and conclusions?
3. Which author do you find most convincing and why? Support your conclusions by pointing to logical or evidentiary flaws.

STUDIES OF WORLD MIGRATIONS

Donna R. Gabaccia and
Leslie Page Moch, editors

*A list of books in the series appears
at the end of the book.*

The Immigrant Threat

The Integration of Old and
New Migrants in Western Europe
since 1850

LEO LUCASSEN

UNIVERSITY OF ILLINOIS PRESS
Urbana and Chicago

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The vagabond is by definition a suspect.

Daniel Nordman

H

THE INVENTION OF
THE PASSPORT

Surveillance, Citizenship and the State

John Torpey
University of California, Irvine

 **CAMBRIDGE**
UNIVERSITY PRESS

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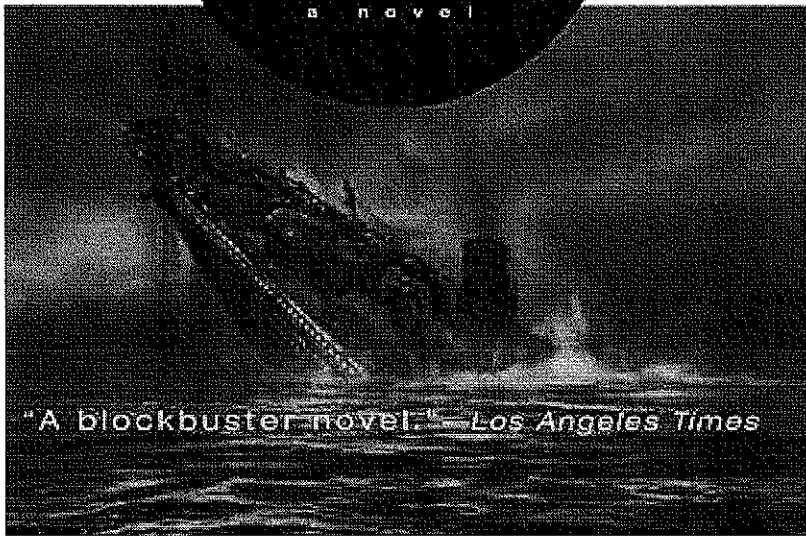
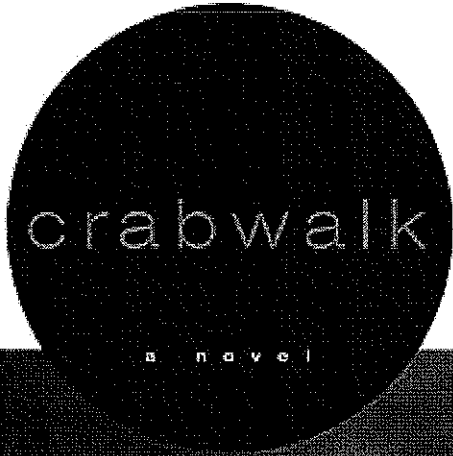
ACKNOWLEDGMENTS

While I was confident from the outset that a book about "the history of the passport" was a clever idea, I was less convinced at first that this was a subject of any real significance. I therefore owe a great debt to several historians who helped persuade me very early on that this would indeed prove a worthwhile undertaking: Paul Avrich, Eric Hobsbawm, Stephen Kern, Eugen Weber, and Robert Wohl. While I had the good fortune to enjoy an extended colloquy with Robert Wohl in the context of a National Endowment for the Humanities-sponsored seminar on intellectuals and politics during the summer of 1994 when the idea for this study was first formulated, the others simply responded to an unsolicited query from a young scholar unknown to them. This generosity only increased the admiration I had for them, which was of course what had led me to write to them in the first place. Todd Gitlin also reacted with enthusiasm to the idea of the book. Todd's endorsement of the project as well as his steadfast support for me and my work have been a source of great satisfaction and encouragement. Without the generosity of these people, this project would never have become more than an idle curiosity.

Once I had seriously embarked on the project, two other people, Gérard Noiriel and Jane Caplan, lent their enthusiasm and provided shining examples of the kind of scholarship I wanted to produce. Noiriel's writings on the history of immigration, citizenship, and identification documents in France have been a major inspiration for me; the citations of his work in the text point only to the visible peak of an iceberg of scholarly debt. Jane Caplan's support for this project quickly led to a collaborative undertaking on related issues concerning the practices that states have developed to identify individuals in the modern period, to be published elsewhere. Working with her has been both a real pleasure and an extended private tutorial (entirely unrecompensed) in scholarly professionalism. I feel profoundly fortunate and grateful that David Abraham put us in touch, somehow intuiting -- as a result of my work on passports and Jane's on tattooing -- that "you're working on the same kind of stuff."

GÜNTER GRASS

Winner of the Nobel Prize for Literature



WHITE

NATIONAL BESTSELLER

TEETH

A NOVEL

ZADIE

"A precociously gifted new writer [with] a voice that's street-smart and learned, sassy and philosophical all at the same time." —Michiko Kakutani, *The New York Times*

SMITH

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